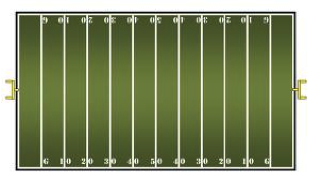


Circle the object that is about a foot long. Put an X on the object that is about a meter long.



Baseball bat

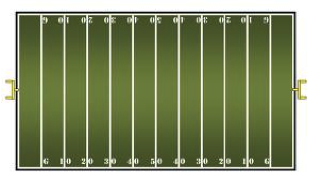
Laptop

Football Field

Name 2.MD.3



Circle the object that is about a foot long. Put an X on the object that is about a meter long.



Baseball bat

Laptop

Football Field

Name 2.MD.3

|  |
| --- |
| Teacher notes:  Estimate lengths using units of inches, feet, centimeters, and meters.  Students who demonstrate mastery correctly identify the laptop as about a foot long and the baseball bat as about a meter long.  Students who demonstrate partial mastery identify one of the items correctly.  Always have students estimate a measurement prior to actually measuring the objects. Estimation helps students focus on the attribute being measured. When students estimate, they are curious to see how close their estimate is to the actual measurement. Use language that describes the estimate such as about, a little less than, a little more than. Estimating length helps students develop benchmarks for how long something is. They can get a mental picture of how long a foot is. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |